



PRE KINDERGARTEN PROGRAM

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Quint 5

*“Our five **Learner Expectations** are that our students will be: Skilled Information Processors, Empathetic Citizens, Collaborative Learners, Problem Solvers, and Knowledgeable People.”*

Dear Student and Families,

Welcome to Quint 5 in our Pre K classroom. We continue to grow and learn and are happily looking forward to finishing this year with a bang. Throughout Quint 4 we focused on developing an understanding of our bodies and how to maintain a healthy life style. The students got a chance to meet and interact with many health service providers and they learned about what our body wants and needs.

This quint the students will extend their knowledge. The students will learn, in depth, about their communities and how each aspect of the community can help us. The students will learn that a community is based on what surrounds you and that everyone participates in and belongs to different communities. The students will be creating a model of a community that will include aspects from each student’s personal community. Each building in the community will require the students to practice basic skills such as writing letter, counting objects, working together, sustaining attention, and solving problems).

Additionally, the students will each be responsible for “teaching” the class about a topic already covered in the previous quints. They will choose a topic and prepare a short presentation and activity for the class. This project will be an at home activity for the kids, parents can choose a time to come in (if they can) for their student to present to the class. This will give us a chance to see what the students have learned.



Student and Parent/Guardian:

After reading through the full syllabus, both you and your student must sign in the below space provided to indicate your acceptance of the updated policies and expectations outlined for the Quint 5 **Pre-Kindergarten Program at Capital Preparatory Magnet School**. Return this portion to the classroom teacher on Friday, March 9, 2012. If you have remaining questions, please write them on the back of this form. Thank you.

Student Signature

Date

Parent Signature

Date

Pre-K Quint 5 Interdisciplinary Unit: My Community and Me

Learner Expectations – Knowledgeable Person

Enduring Understandings – Students will understand that:

1. We all belong to different communities.
2. Our communities can help us learn and be better citizens.
3. I can help solve problems in my community.
4. Numbers relate to quantity.
5. Certain aspects of a community can cause problems.

Essential Questions -

1. How does my community help me?
2. How can I help my community?
3. What are service jobs?
4. What is cause and effect?
5. What kind of problems exists in my community?
6. Where do I see numbers in my community?

Objectives - Students will be able to:

1. Use complex sentences and vocabulary to describe ideas and experiences (as they describe and tell stories about their community).
2. Solve problems (as they relate to themselves and their communities).
3. Relate number to quantity.
4. Show self-direction with a wide range of materials.

Connecticut State Department of Education Preschool Assessment Frameworks	
Humanities & Language	<p>P&S6 Shows empathy and caring for others- Understands when others’ needs are different from own.</p> <p>P&S8 Works to resolve conflict- Develops solutions and works to resolve conflicts with teacher support.</p> <p>P&S9 Recognizes similarities and appreciates differences</p> <p>COG8 Uses complex sentences and vocabulary to describe ideas</p> <p>COG 10 Shows understanding stories</p> <p>COG 12 Recognizes similar sounds in speech</p> <p>COG14 Uses writing to convey meaning</p> <p>CRE 1 Build and constructs to represent own ideas</p>
Science	<p>COG1 Engages in scientific inquiry- Experiments, observes and comments.</p> <p>COG 2 Uses a variety of strategies to solve problems</p>
Math	<p>COG3 Sorts objects- Sorts consistently on the basis of one attribute</p> <p>COG 4 Recognizes and makes patterns</p> <p>COG5 Compares and orders objects and events- Understands, sequences, and makes verbal comparisons on visible attributes</p>

COG6 Relates number to quantity
COG 7 Demonstrates spatial awareness

How We Teach (Topics)	
Humanities & Language	<p>Books on the topics of community, family, counting, problem solving etc. Self portraits Family portraits Sponge letter names Daily name writing Community helpers & buildings http://www.brainpopjr.com/ videos and viral lessons about communities, families, homes, service jobs etc. Humanities</p> <ul style="list-style-type: none"> - Community helpers - Rural, suburban, urban - Citizenship - Continents - Reading maps - Homes - Schools - Transportation - Safety signs - Friends <p>Language</p> <ul style="list-style-type: none"> - Phonics (word work practice) - Short Story - Sequencing (to learn about telling stories) <p>Fill in the blank with community helpers (Den_ist, Fi_efigh_er)</p>
Science	<p>http://www.brainpopjr.com/ Science</p> <ul style="list-style-type: none"> - Cause and effect - Water cycle - Plant life cycle - Making observations (show growth from observations made in the beginning of the year)
Math	<p>Daily counting goals (we will count the days in the month, how many kids are in the class, how many steps to the bathroom, how many times we read a book, how many seats in the cafeteria, how many steps it takes to get to the gym etc.) http://www.brainpopjr.com/ Math</p> <ul style="list-style-type: none"> - Number sense - Comparing numbers - Geometry

Assessments	
Humanities & Language	Identifying community helpers responsibilities Dictation story about a time they helped someone Name writing progress (DUFFY -> Duffy) Letter writing Country matching- Flag to Country outline Self portraits
Math & Science	Sorting colors and shapes Identifying shapes to include on the buildings Counting items to include on the buildings Identify plants wants and needs

Interdisciplinary Project	
Humanities, Math and Science	<p>Students will work together to create a small scale community. Students will work in groups to build each building, road, sign, person and vehicle that will make up the community. We will work on a different building each week. The following buildings will be voted on based on what the students see in their communities.</p> <ul style="list-style-type: none"> Hospital School Playground/Park Town house/ apartment 2 Single family homes Grocery Store Fire/Police Vet Office Library Post office <p>Each building will have people, signs, trees, sidewalks and vehicles to go along with it.</p> <p>Parents will be invited to view our community model at the end of the Quint.</p>

Academic Enrichments

Include families in curriculum- Pre-K will be reaching out to parents to come for a career day. We will encourage them to visit the class and share with the students about their jobs and how they help other people.

Quint 5 Interdisciplinary Unit: *All that Jazz 'n Blues*

Estimated Time Range: 12 weeks

Enduring Understandings - Students will understand:

1. Music relates to history and culture in a variety of ways.
2. Relationships between music, other arts, and disciplines outside the arts contribute to the community-at-large.
3. There is a variety of physical fitness activities.
4. Everyone has the ability to enjoy ways to stay fit and healthy.
5. Healthy exercise together with proper nutrition provides a healthier life for me as an individual and as a community member.
6. Collaboration, leadership, respect, communication, sportsmanship, accountability, and conflict resolution are the benefits of teamwork in physical activities.

Learner Expectations – Communicator/Knowledgeable Person

Social Justice Strand:

Pre-K	Who am I?
Kindergarten	Who am I?
1 st Grade	What groups do I belong to? What groups do people think I belong to?
2 nd Grade	How does the study of other groups help me understand the communities I belong to?
3 rd Grade	How does the way groups define themselves affect the relationship among communities?
4 th Grade	What are the external factors affecting the way groups define themselves?
5 th Grade	How do social injustices affect communities? What can I/we do about it?
6 th Grade	Who am I?

Essential Questions:

1. How does the music genre reflect cultural values and moods?
2. How do I listen to, analyze, and describe music?
3. What is improvisation?

4. How can a rhythmic dance routine keep you physically fit?
5. How can dance and nutrition benefit my everyday life, family, and community?

Objectives:

Students will be able to:

- Sing, alone and with others, a varied repertoire of music;
- Perform on instruments, alone and with others;
- Introduce Treble and Bass Clef;
- Begin reading music notation;
- Listen to, analyze, and describe music;
- Understand relationships between music, other arts, and disciplines outside the arts;
- Understand music in relation to history and culture.
- Develop as individuals and team members through interactions in activities as well as with others;
- Understand and identify the different dances that belong to the Jazz ‘n Blues era;
- Identify a variety of dances and nutritional choices through volunteers, professionals, and community experts.

Assessment Components:

1. Class participation
2. Classroom assignments
3. Homework assignments
4. Production performance
5. Choreography
6. Test

<i>The Connecticut Arts Curriculum Framework</i>	
Dance	<ul style="list-style-type: none"> • Demonstrate nonlocomotor movements (such as bend, twist, stretch, swing, sway); • Demonstrate eight basic locomotor movements (walk, run, hop, jump, leap, gallop, slide and skip), traveling forward, backward, sideward, diagonally and turning; • Demonstrate accuracy in moving to a musical beat and responding to changes in tempo; • Demonstrate kinesthetic awareness and concentration in performing movement skills;

	<ul style="list-style-type: none"> • Demonstrate accuracy in memorizing and reproducing simple movement phrases; • Create a sequence or simple dance with a beginning, middle and end, both with and without a rhythmic accompaniment, and identify each of these sequence parts; and • Demonstrate the ability to work effectively alone and with a partner.
Music	<ul style="list-style-type: none"> • Sing independently, on pitch and in rhythm, with appropriate timbre, diction and posture, and maintain a steady tempo; • Sing expressively, with appropriate dynamics, phrasing and interpretation; • Sing from memory a varied repertoire of songs representing genres and styles from diverse cultures; • Sing in groups, blending vocal timbres, matching dynamic levels, and responding to the cues of a conductor. • Perform easy rhythmic, melodic and chordal patterns accurately and independently on rhythmic, melodic and harmonic classroom instruments; • Perform expressively a varied repertoire of music representing diverse genres and styles; • Echo short rhythms and melodic patterns; and • Respond through purposeful movement to selected prominent music characteristics or to specific music events while listening to music.
Theatre	<ul style="list-style-type: none"> • Collaborate to select inter-related characters, environments and situations for classroom dramatizations; • Improvise dialogue to tell stories, and formalize improvisations by writing or recording the dialogue; • Imagine and clearly describe characters, their relationships and their environments; • Use variations of locomotor and nonlocomotor movement and vocal pitch, tempo and tone for different characters; and • Assume roles (based on personal experience and heritage, imagination, literature and history) in classroom dramatizations. • Design the playing space to communicate characters and action in specific locales; and • Collaborate to select and safely organize available materials that suggest scenery, properties, lighting, sound, costumes and makeup. • Describe visual, aural, oral, and kinetic elements in theatre, dance, music and visual arts; • Compare how ideas and emotions are expressed in theatre, dance, music and visual arts; and • Select movement, music, or visual elements to enhance the mood of a classroom dramatization.
	<ul style="list-style-type: none"> • Differentiate between a variety of media, techniques and processes;

Visual Arts	<ul style="list-style-type: none"> • Describe how different media, techniques and processes cause different effects and personal responses; • Use different media, techniques and processes to communicate ideas, feelings, experiences and stories; • Use art media and tools in a safe and responsible manner; • Identify the different ways visual characteristics are used to convey ideas; • Describe how different expressive features, and ways of organizing them, cause different responses; • Use the elements of art and principles of design to communicate ideas; • Select and use subject matter, symbols and ideas to communicate meaning; and • Identify connections between the visual arts and other disciplines in the curriculum.
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<i>The Connecticut Physical Education Curriculum Framework</i>	
Human Movement	<ul style="list-style-type: none"> • Students will understand and apply principles of human movement to the learning and development of motor skills.
Physical Activity	<ul style="list-style-type: none"> • Students will become competent in a variety of, and proficient in a few, physical activities.
Fitness	<ul style="list-style-type: none"> • Students will use fitness concepts to achieve and maintain health-enhancing levels of physical fitness.
Responsible Behavior	<ul style="list-style-type: none"> • Students will exhibit responsible personal and social behaviors in physical activity settings.
Respect for Differences	<ul style="list-style-type: none"> • Students will exhibit an understanding of and respect for differences among people in physical activity settings.
Benefits of Physical Activity	<ul style="list-style-type: none"> • Students will identify and understand how physical activity provides personal enjoyment, challenge, self-expression, and social interaction.

<i>Assessment</i>	
Dance	<ul style="list-style-type: none"> • Perform rehearsed movements for selected song(s). • Complete a sequence or simple dance with a beginning, middle, and end. • Work effectively both individually and with a partner.
Music	<ul style="list-style-type: none"> • Perform selected song(s). • Recognize the melody, harmony, rhythm being played when hearing the music.

	<ul style="list-style-type: none"> • Identify the mood and character of song.
Theatre	<ul style="list-style-type: none"> • Write scripts. • Build scenery appropriate to the mood and/or idea of the song.
Visual Arts	<ul style="list-style-type: none"> • Create and understand the use different art mediums. • Create drawings, collages, and artwork that will utilize certain life skills such as teamwork, communication and others.
Sports Activities	<ul style="list-style-type: none"> • Daily Participation in every activity with a pleasant and cooperative attitude. • Demonstrate the ability to meet the given sequence criteria. • Reflect on ability to meet personal and teacher goals. • Execute directions to expectations. • Accurately imitate the movements within the physical fitness activity.